

# **PROFILES**

## **IDAHO SCHOOL DISTRICTS**



**2003 - 2004**

**Marilyn Howard, Ed. D**  
**State Superintendent of Public Instruction**



## STATE OF IDAHO

OFFICE OF  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
BOISE

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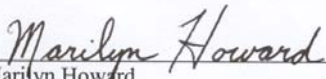
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### FOREWORD

The annual issuance of *Profiles: Idaho School Districts* is one of the many ways in which the State Department of Education reports to Idaho's citizens about the state's K-12 public school system. Together with a companion publication, *Financial Summaries: Idaho School Districts*, the *Profiles* provides a "snapshot in time" look at the important components of each school district's resources (federal, state, and local funds), conditions (National School Lunch Program participation, pupil transportation program, student attendance, faculty and staff numbers, and other elements), and results (test scores, drop-out rates, student-teacher ratio, accreditation results, and progress toward meeting district-level goals).

Both *Profiles* and *Financial Summaries* are a part of a larger body of reports available to the public. For example, the State Department of Education's website ([www.sde.state.id.us/Dept](http://www.sde.state.id.us/Dept)) lists a variety of publications, ranging from the "School Report Card" for each school district, to K-3 Idaho Reading Indicator scores, to the annual "Teacher Supply and Demand" document that analyzes the make-up of Idaho's teaching ranks. No one document lists every budgeting, program, and staffing decision by every school district, but together these compilations contain a wealth of information for parents, patrons, and policy-makers.

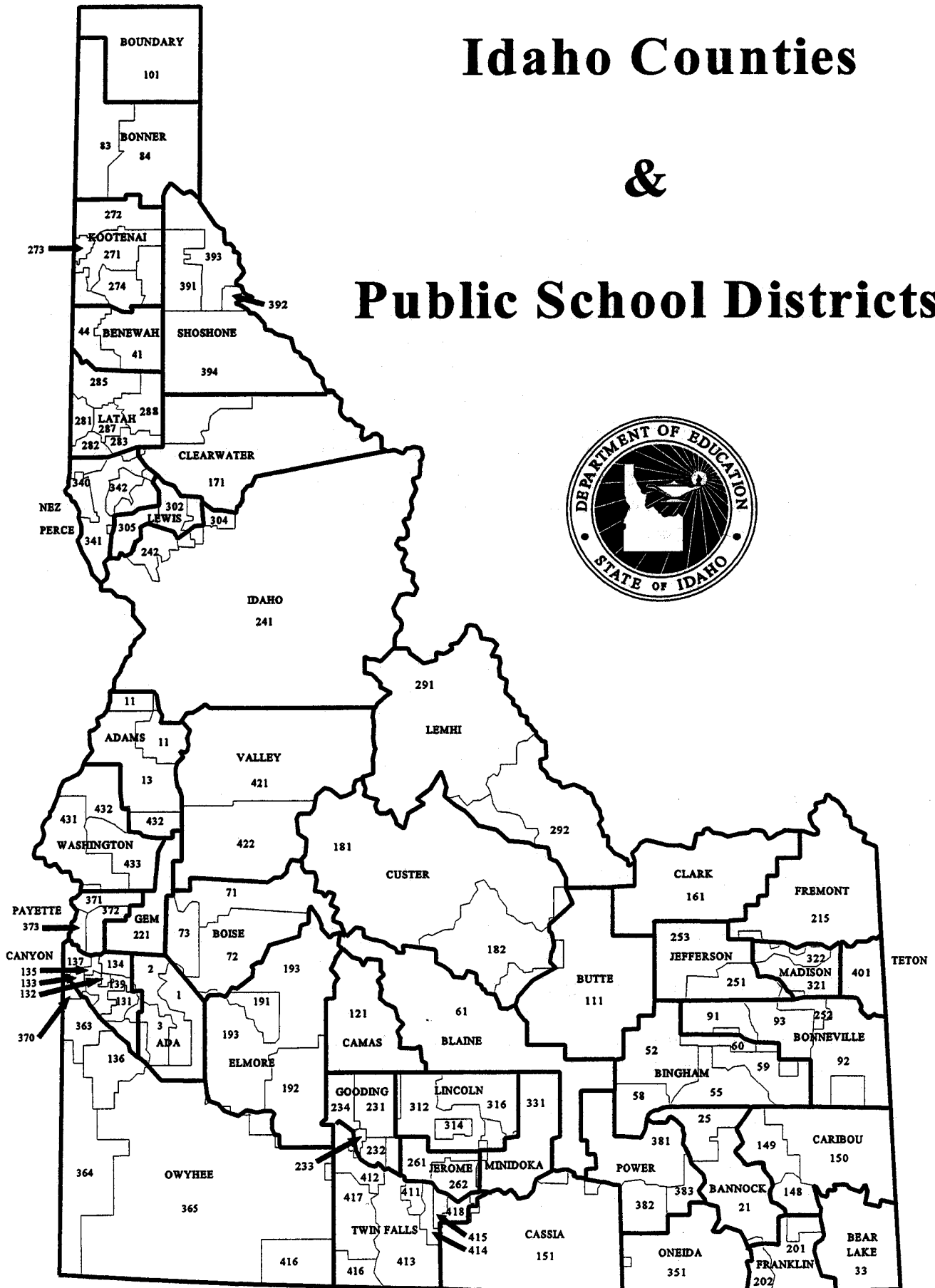
Idaho's public school system relies on Idaho's citizens for support, and these yearly reports are a part of the accountability responsibility that we take seriously. We hope you will continue to find *Profiles* a useful source of information.

  
Marilyn Howard  
State Superintendent of Public Instruction

# Idaho Counties

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## Public School Districts



# SCHOOL DISTRICT PROFILES

Each year, the State Department of Education publishes a wide variety of information about Idaho school districts, including number of certified personnel and employees in non-certified positions, accreditation reports, financial summaries, teacher supply and demand, and similar studies. In addition, the department collects information from the districts ranging from school bus inspection reports to school immunization reports. This publication is updated and published annually and is available at the following web address:

<http://www.sde.state.id.us/finance/> (soon to be relocated at <http://www.sde.idaho.gov>).

Supporting documentation is generally available for public inspection during normal business hours.

The "Public Charter Schools Act of 1998" provides for public charter schools to be established and operated independently from the public school structure, but within the existing public school system. Sixteen charter schools have been approved by thirteen school districts: Boise, Meridian, Pocatello, Snake River, Blackfoot, Lake Pend Oreille, Bonneville, Butte, Nampa, Mountain Home, Coeur d'Alene, Whitepine, and Moscow. For this publication, information on the various charter schools is included with the Idaho school district granting the charter.

Many parents and patrons want answers to specific questions: How much does my school district spend on instruction? How do the students perform on standardized tests? and How much are teachers paid? While more complete answers can be found within the department's information collection, *Profiles: Idaho School Districts* is intended to provide an overview of school district highlights which includes data on students, personnel and finances.

## District Information

### A. Superintendent's Highlights

This information was provided by each district superintendent.

### B. Progress Towards Meeting District Goals

This information was provided by each district superintendent. The superintendent outlined some of the district's most important goals and discussed progress towards meeting those goals.

### C. Fall Enrollment

The net number (enrollment minus withdrawals and dropouts) of students enrolled in the district as of November 3, 2003, being the first Friday in November.

#### **D. Average Daily Attendance (ADA)**

The aggregate days of attendance of the school district divided by the number of days school was actually in session. This calculation provides Full-Term ADA.

State Ranking per ADA: Rank represents how the district compares in ADA to the other public school districts in Idaho (high to low, 1 being the highest of 114 public school districts).

#### **E. Number of School Sites**

Number of school sites that a district has for elementary and secondary grades. Contracted services are not included. Districts that serve all grades at one school site are considered to have one (1) elementary school site and one (1) secondary school site.

#### **F. Accreditation of Schools**

Based on evaluations made by the State Accreditation and Review Committees, schools are "Approved," "Approved with Merit," "Approved with Warning" or "Not Approved". In assigning ratings, the State Accreditation and Review Committees consider the significance of deviations.

A school is classified as "**Approved**" when it equals or exceeds the standards. A school may be "Approved with Comment" when it has only minor deviations from a particular standard or standards.

Schools "**Approved with Merit**" are those that have significantly exceeded all accreditation standards and have successfully met all requirements outlined in the merit process. This classification also includes schools "Approved with Exemplary" that have a quality school program, including innovations, exemplary programs, achievements, outcomes, research, etc, over and above the existing accreditation standards.

Schools are placed on the "**Advised**" list when no observable effort has been made, by the second year, to correct deviations from a standard upon which comment was previously made. A school is classified as "Advised" when it deviates from one or more standards. An "Approved with Comment" classification need not precede an "Advised" classification.

A school is classified as "**Approved with Warning**" when it substantially deviates from one or more standards. Warning is usually given after a school has been "Advised" and the deviation persists. A school may be moved from "Approved" to "Warned" when the deviations are such that they should not be allowed to persist beyond the current year.

A school will be classified as "**Not Approved**" after two consecutive "Warned" assignments, with the understanding that the State Accreditation Committee has the authority to liberalize this rule. If such an exception is made, the State Accreditation Committee should follow with an explanation.

State funds will be withheld and a report to the public will be made whenever a school's accreditation status is "Not Approved" for more than one consecutive year.

Appeals must be made to the State Superintendent of Public Instruction within 45 days of the date on which the schools receive notification. The State Superintendent of Public Instruction has authority to take the appeal to a committee comprised of the State Superintendent of Public Instruction or designee, State Board of Education President or designee, and an educational practitioner jointly appointed by the State Superintendent of Public Instruction and President of the State Board of Education. Recommendations of the committee will be forwarded to the State Board of Education for disposition. The State Board of Education's decision is final.

#### **G. National School Lunch Program**

The information shows the average daily participation of students participating in the school lunch program. In addition, the average daily participation of students that received federal assistance for free and reduced lunches is also reported.

#### **H. Student Transportation Program**

Information shows the average daily ridership in the 2001-2002 school year. The type of transportation operation used by the district is also reported. Districts have the option to contract with a private company for transportation or operate their own transportation systems.

### **Student Information**

#### **A. Graduates**

Shown here are the number of students who received high school diplomas and certificates of completion. Graduate counts are from September 1, 2003 through August 31, 2004.

General Educational Development (GED) attainments are reported at a state level only for the calendar year ending December 31, 2003, and include only those awarded to students 19 years of age and younger.

#### **B. Dropouts**

Shown here are the number and percentage of students (grades nine through twelve) who left school between November 3, 2003 and November 5, 2004 and could not be accounted for by transfer to another district or state, by death, or by other circumstances. The dropout percentage for each grade is calculated by dividing total dropouts in each grade by total enrollment in each grade. This method of calculating dropouts is called the "Event Dropout Rate".

#### **C. Completion (Graduation) Rate**

This statistic reflects data reported by school districts on a "cohort" or "class" of students over

a four-year period beginning with the group's ninth-grade year. Idaho uses a formula established by the National Center for Education Statistics for calculating this rate.

#### **D. Student Ethnicity**

Student ethnicity is extracted from the 2003-2004 Idaho Attendance and Enrollment System in conjunction with fall enrollment.

#### **E. Limited English Proficient (LEP) Students**

A student in Idaho is identified as LEP and eligible for program services when he or she:

- has a native language other than English and comes from a home environment where a language other than English is dominant; or
- is a Native American or Alaskan Native and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
- who has difficulty speaking, reading, writing, or understanding the English language, whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English, or to fully participate in society.

#### **F. Special Education Students**

The term "special education" means uniquely designed instruction, at no cost to parents or guardians, to meet the special needs of a child with a disability. To be counted as a special education student, the child must meet the eligibility criteria for one of the 13 disabilities categories listed in the Individuals with Disabilities Education Act (IDEA) and have a current Individual Education Program (IEP) for the year the child is counted as receiving special education.

#### **G. Gifted and Talented Students**

Gifted and talented children are those students who are identified as possessing potential or demonstrated abilities that give evidence of high performing abilities in one of the following five talent areas: intellectual, specific ability, leadership, creativity, or visual/performing arts.

#### **H. Adequate Yearly Progress and Assessment**

The goal for schools, districts, state, and nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math by the spring of 2014. Idaho is phasing in the tests, which will measure the progress of students in meeting this goal. In the spring of 2003-04, students in grades 3, 4, 7, 8, and 10 were tested using the Idaho Standards Achievement Test (ISAT). This report shows the percentage of the district's students meeting state goals for reading proficiency and math.

Academic assessment is an ongoing part of every student's school career. Weekly spelling tests, end of unit exams, pop quizzes, semester tests, college or technical school readiness exams and other assessment elements collected as part of the student's academic history are pieced together to provide a picture of what the student knows and is able to do.

A major portion of Idaho's statewide testing program, the Idaho Standards Achievement Test (ISAT), is part of the state's transition from a national standardized norm-referenced test to a standards-based, criterion-referenced assessment in areas of reading, language usage, and mathematics. The complete state-level testing program is comprised of the ISAT, the long-standing Direct Writing Assessment (DWA), Direct Math Assessment (DMA), the somewhat newer Idaho Reading Indicator (IRI), and the periodic participation in the National Assessment of Educational Progress (NAPE).

Following is a brief explanation of each of the major assessments in the statewide testing program:

**Idaho Standards Achievement Test (ISAT):** All students in grades 2 thru 10 took the achievement level portion of the ISAT in September 2003. The spring version of the ISAT in 2004 included an on-grade/at-grade level test for students in grades 3, 4, 7 and 8 with 20 questions added to each assessment to collect achievement level data. Students in grade ten took a complete on-grade/at-grade level assessment.

**Direct Writing Assessment (DWA):** The DWA is an Idaho-developed writing exam given for more than 17 years to students in grades 4, 8, and 11. For 2002-03, however, the State Board of Education changed the grades to be assessed to grades 5, 7, and 9. During the 2002-03 school year, the DWA was piloted to a sample of 5,000 students each of two grades, 5 and 9. Consequently, no results will be posted for those grades, since only a small sample of students participated. A similar pilot process will be followed for grade 7 during the 2003-04 school year.

The DWA is a performance assessment, requiring students to show their work. During a 90-minute period, students must respond in writing to a single "prompt"- a question or topic suggestion - appropriate to the grade level. Essays are scored holistically using a four-point scoring standard ranging from a high of 4 (Advanced) to a low of 1 (Below Basic). Idaho's goal is for students to receive scores of 3 (Proficient) or higher.

Both state and district scores for students in grades 5, 7 and 9 were reported for the 2003-04 school year.

**Direct Math Assessment (DMA):** Also an Idaho-developed performance exam, the DMA has been given for more than eight years to students in grades 4, 6 and 8.

The DMA is a sixty minute performance assessment that requires students to show the math process they used in determining their answers. These assessments are scored holistically using a four point scoring standard ranging from a high of 4 (Advanced) to a low of 1 (Below Basic). The goal of the DMA is for students to score a 3 (Proficient) or higher to be where they should be for their grade level.

**Idaho Reading Indicator (IRI):** Established by statute and developed by Idaho teachers, the IRI is a ten minute assessment given to students in kindergarten through grade three in



September, January, and April/May. The goal of the IRI is for students to score a 3 (At Grade Level) on each of the three yearly assessments. Students scoring 1 (Below Grade Level) and 2 (Near Grade Level) may receive 40 hours of additional reading instruction

Data presented in the School Profiles will be limited to the student participation and the total percent proficient. More detailed data for each assessment is available on the State Department of Education's website.

## **Personnel Information**

### **A. District Personnel**

Personnel are shown as full-time equivalent (FTE). ADA to FTE indicates the student-teacher ratio. Elementary student-teacher ratios are calculated using elementary ADA and secondary student-teacher ratios are calculated using secondary ADA. All other student-staff ratios are calculated using total district ADA.

Elementary and secondary teachers include special education, art, music, and physical education teachers. Administrators include superintendents, assistant superintendents, principals, assistant principals, directors, supervisors, and coordinators. Other certified personnel include school counselors, social workers, therapists, and psychologists. Non-certified personnel include support staff such as cooks, secretaries, custodians and classroom assistants.

### **B. Teacher Salaries**

Each school district establishes its own salary schedule. Average salary does **not** include extra pay for non-teaching duties such as coaching, chaperoning school events, or offering special student activities that are in addition to normal teaching responsibilities. Also shown is the school district average salary ranking within the state.

## **Financial Information**

### **A. Revenues**

A school district receives revenues from taxes levied against property, from other local sources (such as investment earnings or rental of facilities), from the state (appropriated by the Idaho Legislature from state revenues), and from federal funds (to support federal programs offered within the district). Revenues are shown here as they are allocated for day-to-day maintenance and operation (M&O) of the district and as they are used for all activities, including general M&O, debt retirement, school lunch program, school plant facilities, and federal programs.

## **B. Expenditures**

Expenditures are shown as M&O Instruction (spending related to the classroom and interaction between students and teachers), M&O Support Services (personnel and activities in support of the instructional program, such as counseling), and M&O Other (non-instructional activities) by dollar amount and by percentage of spending in each area to total expenditures, and by total spending per student in average daily attendance.

## **C. Tax Levies**

Shown here are the September market values (for assessment purposes) of the property within the school district, the market value per student in average daily attendance, and the ranking of the district's market value per ADA within the state. Total General M&O Levies include all levies used to generate funds to maintain and operate the districts day-to-day program. Total District Levies include M&O levies and any additional levies approved by voters, such as plant facility or bond levies.

Federal law prohibits discrimination on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990). It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle WA 98174-1099, (206) 220-7880; FAX (206) 220-7887.